Title of Instructional Materials: School Specialty (Think Math!)

Grade Level: Grade 1

<u>Summary of Insert Name of Instructional Materials Here</u>

Overall Rating:	☐ Weak (1-2)	Important Mathematical Ideas:	Weak (1-2) ✓ Weak (2-2)	
	✓ Moderate (2-3)✓ Strong (3-4)		✓ Moderate (2-3)✓ Strong (3-4)	
Summary / Justification / Evidence: Problem solving seemed weak, and there were a lot of gaps in the common core. In the lesson activity book page, there were not many open-ended questions. In Kindergarten, teacher edition included center activities for the classroom.		Summary / Justification / Evidence:		
Skills and Procedures:	 Weak (1-2) Moderate (2-3) Strong (3-4)	Mathematical Relationships:	☐ Weak (1-2) ☑ Moderate (2-3) ☐ Strong (3-4)	
Summary / Justification / Eviden	ce:	Summary / Justification / Eviden	ace:	

Instructional Materials Analysis and Selection

Phase 3: Assessing Content Alignment to the Common Core State Standards for Mathematics

Grade 1

School Speciality mast

Instructional Materials Analysis and Selection

Phase 3:

Assessing Content Alignment to the Common Core State Standards for Mathematics

A project of

The Indiana Education Roundtable, The Indiana Department of Education, and

The Charles A. Dana Center at The University of Texas at Austin

2010-2011

Instructional Materials Analysis and Selection Assessing Content Alignment to the Common Core State Standards for Mathematics

This tool provides educators with a structured way to make informed decisions when selecting mathematics instructional materials. In particular, it can help you become more knowledgeable about the Common Core State Standards for Mathematics so you can select instructional materials aligned with these standards.

This resource can also be used with the Dana Center's larger 4-phase Instructional Materials Analysis and Selection toolset: Phase 1: Studying the Standards, Phase 2: Narrowing the Field of Instructional Materials, Phase 3: Assessing Subject-Area Content Alignment, and Phase 4: Assessing Vertical Alignment of Instructional Materials. The particular resource you hold is a phase 3 tool that has been customized for assessing the alignment of instructional materials with the Common Core State Standards for Mathematics. Note that in 2009, the Dana Center developed a similar tool for Indiana educators to use in analyzing the alignment of instructional materials to Indiana's Academic Standards for Mathematics.

Copyright 2011, 2010, the Charles A. Dana Center at The University of Texas at Austin

Unless otherwise indicated, the materials found in this resource are the copyrighted property of the Charles A. Dana Center at The University of Texas at Austin (the University). No part of this resource shall be reproduced, stored in a retrieval system, or transmitted by any means—electronically, mechanically, or via photocopying, recording, or otherwise, including via methods yet to be invented—without express written permission from the University, except under the following conditions. The following excludes materials not exclusively owned by the Charles A. Dana Center at the University of Texas at Austin.

- 1) The Indiana Department of Education, as well as Indiana school districts, can, through June 30, 2011, copy and disseminate this resource to schools and districts within the state of Indiana, without obtaining further permission from the University, so long as the original copyright notice is retained.
- 2) Other organizations or individuals must obtain prior written permission from the University for the use of these materials, the terms of which may be set forth in a copyright license agreement, and which may include the payment of a licensing fee, or royalties, or both.

We use all funds generated through use of our materials to further our nonprofit educational mission. Please send permission requests or questions to us here:

Charles A. Dana Center The University of Texas at Austin 1616 Guadalupe Street, Suite 3.206 Austin, TX 78701-1222

Fax: 512-232-1855

 $dana\hbox{-}txshop@utlists.utexas.edu$

www.utdanacenter.org

The Dana Center and The University, as well as the authors and editors, assume no liability for any loss or damage resulting from the use of this resource. Any opinions, findings, conclusions, or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of The University of Texas at Austin. We have made extensive efforts to ensure the accuracy of the information in this resource, to provide proper acknowledgement of original sources, and to otherwise comply with copyright law. If you find an error or you believe we have failed to provide proper acknowledgment, please contact us at dana-txshop@utlists.utexas.edu.

The copyright of the Common Core State Standards for Mathematics is held by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. The use of the CCSS for Mathematics in this Instructional Materials Analysis tool is done under the CCSS Terms of Use, available at www.corestandards.org/terms-of-use. For more detail, see About the development of this resource.

Per the Terms of Use, we include this notice, which applies to the Common Core State Standards in this document: © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

About the development of this resource

This tool, Instructional Materials Analysis and Selection: Assessing Content Alignment to the Common Core State Standards for Mathematics, draws on the Dana Center's nearly 20 years of experience in strengthening education and has been used extensively in Texas and, increasingly, other states, to help local school districts and schools select instructional materials aligned with their standards. Development and production of the Instructional Materials Analysis toolset was supported by the Charles A. Dana Center.

This resource consists of a set of 15 individual grade-level / course documents that span kindergarten through the third year of high school mathematics. There is a document for each grade from kindergarten through 8, and six documents for high school mathematics (one each for the three courses in the traditional high school pathway Algebra I, Geometry, Algebra II; and one each for the three courses in the integrated high school pathway Mathematics I, Mathematics II, and Mathematics III)." At the request of various states and other entities, the Dana Center has populated this *Instructional Materials Analysis and Selection* tool with standards from the *Common Core State Standards for Mathematics* for use by local districts in selecting instructional materials aligned with these standards.

Note that the copyright of the Common Core State Standards for Mathematics is held by the National Governors Association Center for Best Practices and the Council of Chief State School Officers (collectively, NGA Center/CCSSO). This use of the CCSS for Mathematics is done under the CCSS Terms of Use, available at www.corestandards.org/terms-of-use. Specifically, this work is done under the Terms of Use "non-exclusive, royalty-free license to copy, publish, distribute, and display the Common Core State Standards for non-commercial purposes that support the Common Core State Standards Initiative." For a complete copy of the Common Core State Standards for Mathematics as well as the CCSS for Mathematics, Appendix A: Designing high school mathematics courses based on the Common Core State Standards, go to www.corestandards.org/the-standards.

October 2010 release.

We welcome your comments and suggestions for improvements—please send to dana-txshop@utlists.utexas.edu or the address in the copyright section above.

About the Charles A. Dana Center at The University of Texas at Austin

The Dana Center works to raise student achievement in K-16 mathematics and science, especially for historically underserved populations. We do so by providing direct service to school districts and institutions of higher education; to local, state, and national education leaders; and to agencies, nonprofits, and professional organizations concerned with strengthening American education.

The Center was founded in 1991 at The University of Texas at Austin. We carry out our work by supporting high standards and building system capacity; collaborating with key state and national organizations to address emerging issues; creating and delivering professional supports for educators and education leaders; and writing and publishing education resources, including student supports. Our staff of more than 60 has worked with dozens of school systems in nearly 20 states and with 90 percent of Texas's more than 1,000 school districts. We are committed to ensuring that the accident of where a child attends school does not limit the academic opportunities he or she can pursue.

For more information about our programs and resources, see our homepage at www.utdanacenter.org. To access our resources (many of them free), see our products index at www.utdanacenter.org/products. And to learn more about our professional development—and sign up online—go to www.utdanacenter.org/pd.

^{*} For the high school course sequences, we relied on the Common Core State Standards Mathematics Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards, developed for the CCSS initiative by Achieve, Inc., which convened and managed the Achieve Pathways Group.

Acknowledgments

Unless otherwise noted, all staff listed here are affiliated with the Dana Center.

Project director

Laurie Garland, director of program and product development Sam Zigrossi, senior advisor

Developers and facilitators

Patti Bridwell, senior program coordinator for leadership Laurie Garland, director of program and product development Tom McVey, professional development team lead Sam Zigrossi, senior advisor

Our thanks

We gratefully acknowledge the more than 100 school districts and thousands of educators who have informed the development of these resources.

Editorial and production staff

Cara Hopkins, proofreader
Rachel Jenkins, consulting editor
Tom McVey, professional development team lead
and print production manager
Phil Swann, senior designer

Table of contents

Introduction	1
Scoring Rubric and Documentation Forms.	3
Documenting Alignment to the CCSS for Mathematics: Standards for Mathematical Practice	6
Documenting Alignment to the CCSS for Mathematics: Standards for Mathematical Content	14

Introduction

Phase 1: Studying the Standards

Phase 2: Narrowing the Field of Instructional Materials

Phase 3: Assessing Mathematical Content Alignment

The purpose of Phase 3: Assessing Mathematical Content Alignment is to determine the degree to which the materials are aligned to the standards (content and processes). In Phase 3, participants conduct an in-depth review of the 2-3 instructional materials selected in Phase 2. The Phase 3 process requires selection committee members to use set criteria in order to determine a rating for each sample, to cite examples to justify their score for each sample, and to document standards that are missing or not well-developed in the instructional materials examined.

Implementation

As a whole group, selection committee members should practice applying the Phase 3 rubric. The purpose of the whole group practice is to promote inter-rater reliability and calibration.

In Phase 3 it is not important to analyze every page, section, or chapter of a resource. It is important to identify an area, topic, or big idea for the deep content analysis of Phase 3 (e.g. development of equivalent fractions, addition of whole numbers, development of proportionality...). The identified area, topic, or big idea will be used for all the instructional materials considered in Phase 3. The area, topic, or big idea can be identified through the use of student achievement data, curriculum priorities/challenges, or ideas that typically make up a greater portion of instruction in particular grade levels/courses. In most cases, Phase 3 will identify the one resource that is best aligned.

Step-by-Step Instructions

- 1. Use your current adoption to practice using the Phase 3 rubric. Select one big idea to focus your analysis (see note above for selecting the area, topic, or big idea).
- 2. Independently, committee members use their current resource, the identified big idea (and associated pages in that resource), and the Phase 3 rubric to score and document the extent to which the material (content and processes) aligns to the standards.
- 3. In small groups, committee members share their scoring and justifications. Small groups come to consensus on how the current resource would score on this big idea.
- 4. Each small group shares with the large group their score. Repeat the consensus building to generate a large group score on this big idea.
- 5. Clarify any misunderstandings about how to apply the rubric before committee members begin to use Phase 3 rubric on the selected materials.

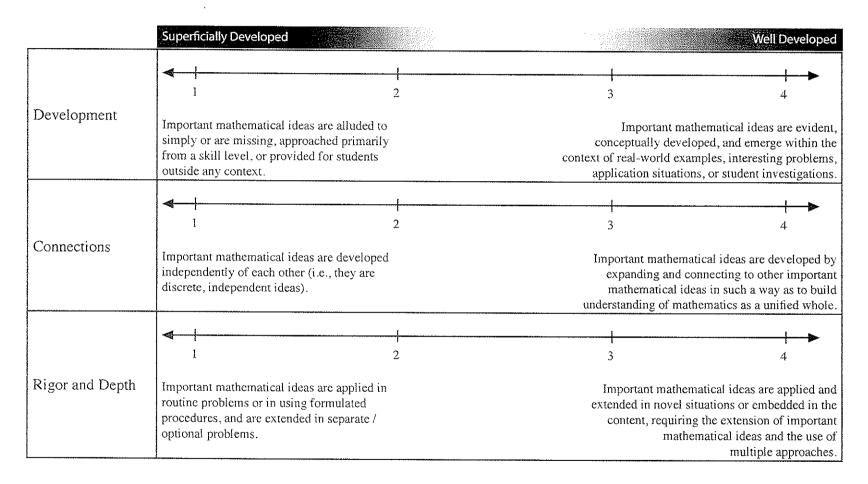
- 6. Based on the size of the selection committee, determine the number of areas, topics, or big ideas to be examined for each grade/course. If the group size is large, more areas, topics, big ideas can be examined within each grade level/course.
- 7. Make sure committee members have multiple copies of the Phase 3 rubric.
- 8. Committee members apply the Phase 3 rubric for each of the materials.
- 9. Establish a time line for groups to complete and submit Phase 3 documentation.
- 10. Establish a data collection and analysis process to attain a rating for each resource.

Materials and Supplies

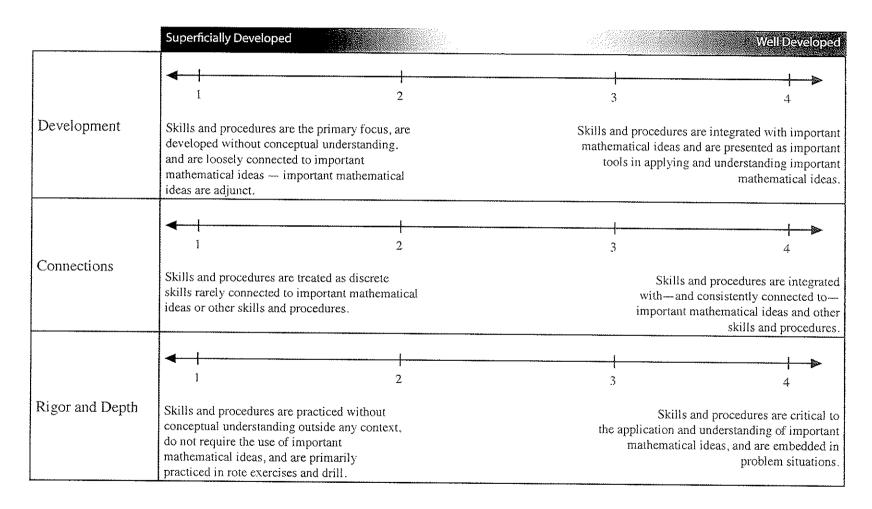
- Phase 3: Assessing Mathematical Content Alignment black line master multiple copies per person
- Currently used instructional resource
- The 2 to 4 instructional materials selected in Phase 2

Phase 4: Assessing Vertical Alignment of Instructional Materials

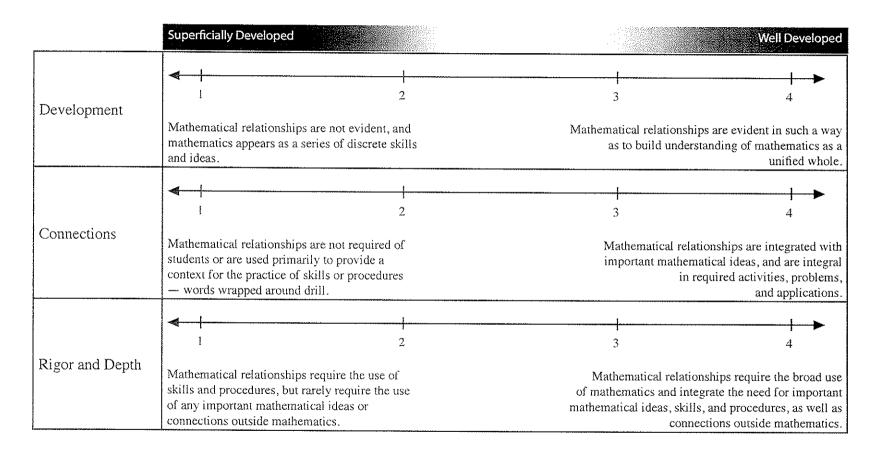
Important Mathematical Ideas: Understanding the scoring



Skills and Procedures: Understanding the scoring



Mathematical Relationships: Understanding the scoring



Reviewed By:	
Title of Instructional Materials:	

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Overall Rating

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Overall Rating

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By:	
Title of Instructional Materials:	

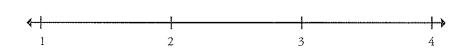
8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1,2) with slope 3, middle school students might abstract the equation (y-2)/(x-1) = 3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1), $(x-1)(x^2+x+1)$, and $(x-1)(x^3+x^2+x+1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Overall Rating

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



R	eviewed By:				
T	itle of Instructional Materials	:			
MATHEMATICS: GRADE 1 – OPERATIONS AND ALGEBRAIC THINI					
Represent and solve problems involving addition and subtraction.	Summary and documentatio met. Cite examples from the	on of how the	domain, clust	er, and stand	ard are
1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the	Important Mathematical Ideas	1	2	3	4
problem.1	Skills and Procedures	1	2	3	4
Ch. 9 Lesson 9 p. 608 Ch 4 Lesson 6 add t. Stores (p. 242) Lesson 7 Subt. (p. 248)	Mathematical Relationships	1	2	3	4
1 See Glossary, Table 1. Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evi	idence			
	Portions of the domain, clus developed in the instruction	ter, and stan al materials	dard that are n (if any):	nissing or no	t well
	Overall Rating				1 2

1

The Charles A. Dana Center

Reviewed By:	
Title of Instructional Materials:	

MATHEMATICS: GRADE 1 - OPERATIONS AND ALGEBRAIC THINKING - 1.0A

Represent and solve problems involving addition and subtraction.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Important Mathematical Ideas 1 2 3 4
They problems are presented at the end	Skills and Procedures 1 2 3 4
Stry problems are presented at the end geach chupt. Ch. 4, 9, 14 deal w/ add + ? Subt.	Mathematical Relationships 1 2 3 4 Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

The Charles A. Dana Center

T	itle of Instructional Materials	s:			
MATHEMATICS: GRADE 1 – OPERATIONS AND ALGEBRAIC THINK	KING – 1.OA				
Understand and apply properties of operations and the relationship between addition and subtraction.	Summary and documentation	on of how the	domain, clus	ster, and stand	lard are
1.OA.3					
Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	
	Summary / Justification / Ev	vidence			
1 Students need not use formal terms for these properties.					
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Ch 9 lessen 5 P. 580 Fact Families Cesson 6 p.588	Portions of the domain, clus developed in the instruction	ster, and stan	dard that are (if any):	missing or no	t well
Cesson 6 p.588	Overall Rating	 	1 2		—————————————————————————————————————

Reviewed By:	
Title of Instructional Materials:	

Understand and apply properties of operations and the relationship between addition and subtraction.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Ch 9 Lessen 8 p. 602	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Title of Instructional Materials:

Add and subtract within 20.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.			ard are	
1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Important Mathematical Ideas	 	2	3	4
	Skills and Procedures	1	2	3	
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed. Ch 2 lessen 3 p. 42 also ship country in what m + \$\frac{1}{3}\$	Portions of the domain, cludeveloped in the instruction	ster, and stanal materials	ndard that are (if any):	missing or no	t well
relation + I	Overall Rating	1	1 2		

Reviewed By:	
Title of Instructional Materials:	

Add and subtract within 20.	Summary and documentation met. Cite examples from the		domain, clus	ster, and stand	dard are
1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g.,	Important Mathematical Ideas	1	2	3	4
13-4=13-3-1=10-1=9); using the relationship between addition and subtraction (e.g., knowing that $8+4=12$, one knows $12-8=4$); and creating equivalent but easier or known sums (e.g., adding $6+7$ by creating the known equivalent $6+6+1=12+1=13$).	Skills and Procedures	1	2	3	
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
don't see	Portions of the domain, clus developed in the instruction			missing or no	ot well
	Overall Rating				
	- Colon Nating	1	2	3	4

Title of Instructional Materials:

Work with addition and subtraction equations.	Summary and documentation of how the domain, cluster, and stand met. Cite examples from the materials.			mentation of how the domain, cluster, and standard from the materials.	
1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	Important Mathematical Ideas	1	2	3	→ 4
2 + 6, 7 + 7 - 6 + 2.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	/idence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Connot fund	Portions of the domain, clus developed in the instruction	ster, and sta nal materials	ndard that are (if any):	missing or no	t well
	Overall Rating	7	1 2	3	

Reviewed By:	
Title of Instructional Materials:	

Work with addition and subtraction equations.	Summary and documentation of how the domain, cluster, and standar met. Cite examples from the materials.			ard are	
1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	/idence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Ch 5 Lesson 6 p. 316	Portions of the domain, clus developed in the instruction	ster, and star	ndard that are (if any):	missing or no	t well
P. 308					
	Overall Rating	1	1 2	1 3	4

Title of Instructional Materials:

Important Mathematical Ideas

MATHEMATICS: GRADE 1 - NUMBER AND OPERATIONS IN BASE TEN - 1.NBT

Extend the counting sequence.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

1.NBT.1

Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

I see lots of work w/ #1's
But do not see Country
on.

Skills and Procedures

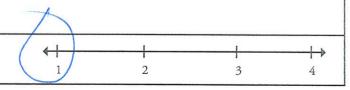
Mathematical Relationships

Summary / Justification / Evidence

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



Title of Instructional Materials:

Understand place value.	Summary and documentation met. Cite examples from the		e domain, clus	ster, and stand	lard are
Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	Important Mathematical Ideas	 	1 2	1 3	→ 4
a. 10 can be thought of as a bundle of ten ones — called a "ten."					
Chillerson 3 P. Studnet p. 217	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ev	vidence			
	Portions of the domain, clus developed in the instruction			missing or no	t well
	Overall Rating	1	1 2	3	4

Title of Instructional Materials:

Understand place value.	Summary and documentation of met. Cite examples from the mat	how the domain, cluster, and standard are erials.
Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	Important Mathematical Ideas	2 3 4
 The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 	Skills and Procedures	2 3 4
	Mathematical Relationships 1	2 3 4
	Summary / Justification / Eviden	се
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
Ch. 7 bison 6 p. 440	Portions of the domain, cluster, a developed in the instructional ma	and standard that are missing or not well aterials (if any):
	Overall Rating	$\begin{pmatrix} 1 \\ 2 \end{pmatrix}$ $\begin{pmatrix} 1 \\ 3 \end{pmatrix}$ $\begin{pmatrix} 4 \\ 4 \end{pmatrix}$

Reviewed By:

Title of Instructional Materials:

Understand place value.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				lard are	
Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	Important Mathematical Ideas	1	2	3	4	
c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	Skills and Procedures	1	2	3	4	
	Mathematical Relationships	1	2	3	4	
	Summary / Justification / Ev	vidence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):					
W.	Overall Rating	1	2	3	4	

Reviewed By:	
Title of Instructional Materials:	

Understand place value.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				ard are	
1.NBT.3						
Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, =, and $<$.	Important Mathematical Ideas	1	2	3	4	
	Skills and Procedures	 	2	3		
	Mathematical Relationships	1	2	3		
	Summary / Justification / Evidence					
Indicate the chapter(s), section(s), and/or page(s) reviewed.						
C2 lesser 5 P. 107	Portions of the domain, clu developed in the instruction	ster, and stand national material	andard that are s (if any):	missing or no	t well	
	Overall Rating	(1	2		4	

Reviewed By:	
Title of Instructional Materials:	
BASE TEN – 1.NBT	

MATHEMATICS: GRADE 1 - NUMBER AND OPERATIONS IN BASE TEN - 1.NBT

Use place value understanding and properties of operations to Summary and documentation of how the domain, cluster, and standard are add and subtract. met. Cite examples from the materials. 1.NBT.4 Important Mathematical Ideas Add within 100, including adding a two-digit number and a one-digit number. and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in Skills and Procedures adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Ch I working w/ Larger H's Lesson I to 99 p. 436. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

To agod got Here

Title of Instructional Materials:

Use place value understanding and properties of operations to add and subtract.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				dard are	
1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	Important Mathematical Ideas	 	2	3	4	
	Skills and Procedures	1	2	3	4	
7	Mathematical Relationships	1	2	3	4	
	Summary / Justification / Evidence					
Indicate the chapter(s), section(s), and/or page(s) reviewed.						
Ch 7 Fishen 4 P. Hizz	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):					
	Overall Rating	1	2	1 3	4	

R	Reviewed By:	
Т	Title of Instructional Materials:	
DACE	TEN ANDT	

MATHEMATICS: GRADE 1 - NUMBER AND OPERATIONS IN BASE TEN - 1.NBT

Use place value understanding and properties of operations to add and subtract.	Summary and documentation met. Cite examples from the		domain, clus	ster, and star	ndard are
1.NBT.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the	Important Mathematical Ideas	1	2	3	4
relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	 	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Ch 7 Lesson 5	Portions of the domain, cluded developed in the instruction			missing or r	not well
P. 428 eg. #\$.					
Ch 7 Lesson 5 P. 428 eg. #5. P. 420 - Multiples 08 10 Lesson 3,	Overall Rating		-		→
lesson 31		1	2	3	4

The Charles A. Dana Center

Title of Instructional Materials:

Measure lengths indirectly and by iterating length units.	Summary and documentation met. Cite examples from the	n of how the materials.	domain, clus	ter, and stand	ard are
1.MD.1					
Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures		-		
	Mathematical Relationships	1	2	3	4
	matiematical (voictionships	1	2	3	4
	Summary / Justification / Evid	dence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Comparing & Ordering Length Ch. 12 Losson 2 p. 788	Portions of the domain, clust developed in the instructional	er, and stan	dard that are if any):	missing or no	t well
Ch. 12 Losson 2 P. 788					
	Overall Rating	1	1 2	1 /	+

Reviewed By:	
Title of Instructional Materials:	

MATHEMATICS: GRADE 1 - MEASUREMENT AND DATA - 1.MD

Measure lengths indirectly and by iterating length units.	Summary and documentation met. Cite examples from the		e domain, clus	ster, and stand	lard are
1.MD.2	Important Mathematical Ideas	4.1	1		
Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object		1	2	3	4
being measured is spanned by a whole number of length units with no gaps or overlaps.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	1 2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction			missing or no	ot well
Ch 12 lessen 1 P. 792					
P. 79Z	Overall Rating	 	1 /	3	→ 4

The Charles A. Dana Center

31

Title of Instructional Materials:

Tell and write time.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	Important Mathematical Ideas 1 2 3 4
Dellingtme to the hour On 2 cessen 8 pg 122	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
$\label{eq:section} \ensuremath{\text{See Y_2 hr}} \ .$ Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 1 3 4

Title of Instructional Materials:

Represent and interpret data.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Ch 6 lesson Z p. 350 losson 3	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
bran 3	
whole Chapter is joss	Overall Rating 1 2 3 4

Reviewed By:	
Title of Instructional Materials:	

Reason with shapes and their attributes.	Summary and documentati met. Cite examples from the	on of hove	w the domain, clu	ster, and stan	dard are
1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	Important Mathematical Ideas	1	2	3	→ 4
	Skills and Procedures	1	2	3	
	Mathematical Relationships	1	2	3	
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed. Oh. 10 deals w/ phapes But focus is more advanced ther this Standard	Portions of the domain, cludeveloped in the instruction	ster, and nal mater	standard that are ials (if any):	missing or no	ot well
Ther fur, stockhold	Overall Rating	1		3	

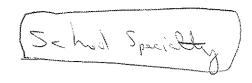
Reviewed By:	
Title of Instructional Materials:	

Reason with shapes and their attributes.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.	re
1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the	Important Mathematical Ideas 1 2 3	→ 4
composite shape.1	Skills and Procedures 1 2 3	→ 4
	Mathematical Relationships 1 2 3	→ 4
1 Students do not need to learn formal names such as "right rectangular prism." Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence	
	Portions of the domain, cluster, and standard that are missing or not wel developed in the instructional materials (if any):	I
dontfund	Overall Rating 1 1 1 1 1 1 1 2 3 4	 -

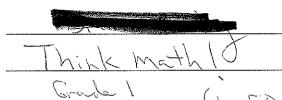
Reviewed By:	
Title of Instructional Materials:	

Reason with shapes and their attributes.	Summary and documentation met. Cite examples from the	on of how the	e domain, clus	ster, and stand	lard are
1.G.3 Partition circles and rectangles into two and four equal shares, describe the	Important Mathematical Ideas				→
shares using the words <i>halves, fourths</i> , and <i>quarters</i> , and use the phrases <i>half of, fourth of,</i> and <i>quarter of.</i> Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.		1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clus developed in the instruction	ster, and star	idard that are (if any):	missing or no	t well
don't see					
•	Overall Rating	1	1 2	3	4





Title of Instructional Materials:



Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Overall Rating

Indicate the chapter(s), section(s), or page(s) reviewed.

after 2,4,5,9,13,414

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Title of Instructional Materials:



Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Overall Rating

Indicate the chapter(s), section(s), or page(s) reviewed.

Chytean 1,2,4,742

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

1 2 3 4

Title of Instructional Materials:



Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

Chytes 3,4,9,12,413

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Title of Instructional Materials:

Think math 1

Documenting Alignment to the Standards for Mathematical Practice

4 Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

afen 2,4,5,9, 13 214

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Title of Instructional Materials:



Documenting Alignment to the Standards for Mathematical Practice

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Overall Rating

Indicate the chapter(s), section(s), or page(s) reviewed.

Chatera 2, 5,7,+12

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Title of Instructional Materials:



Documenting Alignment to the Standards for Mathematical Practice

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Overall Rating

Indicate the chapter(s), section(s), or page(s) reviewed.

Olyter, 2, 3, 6, 12, +13

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

1 2 3 4

Title of Instructional Materials:



Documenting Alignment to the Standards for Mathematical Practice

7.1 ook for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), section(s), or page(s) reviewed.

Chapters 1-3, 5, 6,7,410

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Title of Instructional Materials:



Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

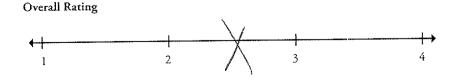
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (y-2)/(x-1)=3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1), $(x-1)(x^2+x+1)$, and $(x-1)(x^3+x^2+x+1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

Chapters 2, 3, 5, \$. 6, 47

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Think Math 1

Title of Instructional Materials: ___

MATHEMATICS: GRADE 1 - OPERATIONS AND ALGEBRAIC THINKING - 1.0A

Represent and solve problems involving addition and subtraction.	Summary and documentation of how the domain, cluster, and sta met. Cite examples from the materials.	ndard are
1.OA.1	Important Mathematical Ideas	
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the	1 2	4
problem. ¹	Skills and Procedures 1 2 3	4
	Mathematical Relationships 1 2 3	4
	Summary / Justification / Evidence	
1 See Glossary, Table 1.		
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
Chesters 4 65	Portions of the domain, cluster, and standard that are missing or developed in the instructional materials (if any):	not well
Chesters 4 & 5 Lesson Adivity Book 88 59-86 8889-98		
87-989		
	Overall Rating 1 2 3	4

Think math I

Title of Instructional Materials:

MATHEMATICS: GRADE 1 - OPERATIONS AND ALGEBRAIC THINKING - 1.0A

Represent and solve problems involving addition and subtraction. Summary and documentation of how the domain, cluster, and met. Cite examples from the materials.			
1.OA.2	Important Mathematical Ideas		
Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1 2 3 4		
	Skills and Procedures 1 2 3 4		
	Mathematical Relationships 1 2 3 4		
	Summary / Justification / Evidence		
Indicate the chapter(s), section(s), and/or page(s) reviewed.			
Tyle 4+13	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):		
Losen Activity Book 1/2 71-75;			
P265-260	Overall Rating 1 2 4		

Title of Instructional Materials:

MATHEMATICS: GRADE 1 - OPERATIONS AND ALGEBRAIC THINKING - 1.0A

Summary and documentation of how the domain, cluster, and standard are Understand and apply properties of operations and the relationship between addition and subtraction. met. Cite examples from the materials. 1.OA.3 Important Mathematical Ideas Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) Skills and Procedures Mathematical Relationships Summary / Justification / Evidence 1 Students need not use formal terms for these properties. indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well Com Activity Back pp. 61-70 developed in the instructional materials (if any): Overall Rating

Title of Instructional Materials:

Think Math 1

MATHEMATICS: GRADE 1 - OPERATIONS AND ALGEBRAIC THINKING - 1.0A

Understand and apply properties of operations and the relationship between addition and subtraction.	Summary and documentation met. Cite examples from the	on of how the materials.	e domain, clu	uster, and stand	dard are
1.OA.4	Important Mathematical Ideas	4 -			
Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.		ĭ	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	\	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Chapters 2, 4, and 9	Portions of the domain, clu developed in the instructio	uster, and sta onal material	andard that a s (if any):	re missing or n	ot well
Com Activity blir 8 25-28					
Chapters 2, 4, 29 Com Adhitybkir 82 25-28 Lpp 163-166	Overall Rating		2	3	

Title of Instructional Materials:



MATHEMATICS: GRADE 1 - OPERATIONS AND ALGEBRAIC THINKING - 1.0A

Summary and documentation of how the domain, cluster, and standard are Add and subtract within 20. met. Cite examples from the materials. 1.OA.5 Important Mathematical Ideas Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). Skills and Procedures Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well Chapter 2;
Brackee back of PT \$810;
Lessen Activity Book of 21-28 developed in the instructional materials (if any): Overall Rating

18

Title of Instructional Materials:

Think Mith

MATHEMATICS: GRADE 1 - OPERATIONS AND ALGEBRAIC THINKING - 1.OA

Add and subtract within 20.	Summary and documentation met. Cite examples from the			uster, and stand	dard are
1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8	Important Mathematical Ideas	1	2	3	4
+6=8+2+4=10+4=14); decomposing a number leading to a ten (e.g., $13-4=13-3-1=10-1=9$); using the relationship between addition and subtraction (e.g., knowing that $8+4=12$, one knows $12-8=4$); and creating equivalent but easier or known sums (e.g., adding $6+7$ by creating the known equivalent $6+6+1=12+1=13$).	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Chapters 2,3,4,5,9,413	Portions of the domain, clu developed in the instruction			re missing or n	ot well
Activity lemm book pp 25-28;					
8845-55, 8861-703 8881-84; pp 263-174	Overall Rating	4	2		

Title of Instructional Materials:



MATHEMATICS: GRADE 1 - OPERATIONS AND ALGEBRAIC THINKING - 1.0A

Work with addition and subtraction equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
1.OA.7	Important Mathematical Ideas
Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	1 2 3 4
2 ; 0, 4 ; 1 = 0 ; 2.	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Chapter (1)	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
leson Activity bk- pp 221-222	Overall Rating
	1 2 3 4

Title of Instructional Materials: Think Matter

MATHEMATICS: GRADE 1 - OPERATIONS AND ALGEBRAIC THINKING - 1.0A

Work with addition and subtraction equations. Summary and documet. Cite examples			the domain, cl s.	uster, and stand	dard are
1.OA.8	Important Mathematical Ideas	4-1			
Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + 2 = 11$, $5 = \square - 3$,		1	2	/3	4
6 ÷ 6 = □.	Skills and Procedures	1	2	3	
	Mathematical Relationships	1	2	3	
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Chiptors 4, 5, 7, 14	Portions of the domain, cludeveloped in the instruction	ister, and nal mater	standard that a	are missing or n	ot well
Activity lesson buik gp 63-70; pp81-8° pp89-92; pp 117-124; x				\	
PP89-92; PP117-124; 4	Overall Rating	(2	3	4
00285-288					

Title of Instructional Materials:

Think Math

Extend the counting sequence.	Summary and documentation of how the domain, cluster, and standard ar met. Cite examples from the materials.
1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	Important Mathematical Ideas 1 2 3 4
Write numerals and represent a name of orangement	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed. Chapters 3, 4, 5, 47 Leann Ativity Book pp 47-54; RB B-70; RP83-86; +	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
8p1/9-130	Overall Rating 1 2 3 4

Think Math!

Title of Instructional Materials:

Understand place value.	Summary and documentation met. Cite examples from the	on of how the domain, cluster, and standard are e materials.
Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	Important Mathematical Ideas	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
a. 10 can be thought of as a bundle of ten ones — called a "ten."	Skills and Procedures	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Mathematical Relationships	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Summary / Justification / E	vidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	and the state of t	
Chipter 5 Lean Advirty Bosh p81-90 Practice Book P28-P33	Portions of the domain, cludeveloped in the instruction	ister, and standard that are missing or not well inal materials (if any):
11 actice Durk P28 - P33	Overall Rating	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$

Think MAh

Title of Instructional Materials:

Understand place value.	Summary and documentation met. Cite examples from the	on of how the domain, cluster, and standard are e materials.
Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	Important Mathematical Ideas	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
 The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 	Skills and Procedures	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Mathematical Relationships	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Summary / Justification / E	vidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
Chapter 5 Leson Activity back pp 81-94 Bractice Bock P28-P34	Portions of the domain, cludeveloped in the instruction	uster, and standard that are missing or not well onal materials (if any):
Practice Book P28-P34		
	Overall Rating	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$

Title of Instructional Materials:

Think Math

Understand place value.	Summary and documentation met. Cite examples from the	on of how the materials.	e domain, clu	ster, and stand	ard are
1.NBT.2c2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	Important Mathematical Ideas	1	2	3	+ 4
c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	Skills and Procedures	1	2	3	 → 4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Chapters 5 + 13 Activity Lesson Book pp 81-94; 4 pp 267-282	Portions of the domain, cludeveloped in the instruction	ister, and st nal material	andard that ai s (if any):	re missing or no	ot well
T ppa o i au z	Overall Rating	 	2	3	4

Think Math

Title of Instructional Materials:

Understand place value.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
1.NBT.3	Important Mathematical Ideas
Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	1 2) 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Chaptell	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Activity lessanbook pp 215-222	
Practice book PTT-PT9	Overall Rating

Title of Instructional Materials:

Use place value understanding and properties of operations to add and subtract.	Summary and documentation met. Cite examples from the			uster, and stand	dard are
1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models	Important Mathematical Ideas	1	2	31	—— → 4
or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	Skills and Procedures	1	2	***	
	Mathematical Relationships	1	2	3	
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Chipters 5, 7, 13, 214 Lesson A divity Book pg 81-94;	Portions of the domain, cludeveloped in the instruction	ster, and nal mater	standard that a ials (if any):	re missing or n	ot well
Lesson A divity Book pp 81-94;					
pp121-124;pp267-272	Overall Rating				
t pp 285-288		1	2	3	4

Title of Instructional Materials:

Think Math 1

Use place value understanding and properties of operations to add and subtract.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	Important Mathematical Ideas	← 1	2	3	4
	Skills and Procedures	1	2	A	
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Ohpters 5 47 (Stuff) lesson Activity Book	Portions of the domain, clu developed in the instructio	ister, and sta nal material	andard that a s (if any):	re missing or n	ot well
PP 81-94 and PP 123-138	Overall Rating	(2	3	 → 4

Title of Instructional Materials:



Use place value understanding and properties of operations to add and subtract.	Summary and documentation met. Cite examples from the	on of how the domain, cluster, and standard are e materials.
1.NBT.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range	Important Mathematical Ideas	1 3 4
10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Skills and Procedures	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Mathematical Relationships	1 2 3 4
	Summary / Justification / E	vidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
Chipters 7414	Portions of the domain, cludeveloped in the instruction	uster, and standard that are missing or not well onal materials (if any):
Loom Adivity bk pp 123-138;		
PP 291-292	Overall Rating	1 3 4

Title of Instructional Materials:

Think Math

Measure lengths indirectly and by iterating length units.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Chapter 12; Lesson Atvity book pp235-236	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Limited Instructional materials are missing or not well developed in the instructional materials.
	Overall Rating 1 2 3 4

Title of Instructional Materials:

Think MAN!

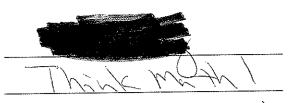
Measure lengths indirectly and by iterating length units.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
1.MD.2	Important Mathematical Ideas
Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length	1 2 3 4
units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Chate 12 Leson Activity book pp 231-240 Bractice book P83-P86	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Practice book P83-P86	
	Overall Rating 1 2 3 4

Title of Instructional Materials:

Think Mah 1

Tell and write time.	Summary and documentation met. Cite examples from the	on of how the domain, cluster, and standard are e materials.
1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	Important Mathematical Ideas	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Skills and Procedures	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Mathematical Relationships	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Summary / Justification / E	vidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
Indicate the chapter(s), section(s), and/or page(s) reviewed. Lean Activity Book pp 35-36 pp 87-88	Portions of the domain, cludeveloped in the instruction	uster, and standard that are missing or not well and materials (if any):
6681-80	Overall Rating	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$

Title of Instructional Materials:



Represent and interpret data.	Summary and documentation of met. Cite examples from the material meteors and the material meteors are summary and documentation of the material meteors.	how the domain, cluster, and standard are terials.
1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Important Mathematical Ideas	3 4
	Skills and Procedures	2 3 4
	Mathematical Relationships ← 1	2 3 4
	Summary / Justification / Evider	nce
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
Chates 6 410 Lesson Activity book pp 101-108;	Portions of the domain, cluster, developed in the instructional n	, and standard that are missing or not well naterials (if any):
4 pg 199-204	Overall Rating	2 3 4

Title of Instructional Materials:

Think many

Reason with shapes and their attributes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.		
1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	Important Mathematical Ideas 1 2 3 4		
	Skills and Procedures 1 2 3 4		
	Mathematical Relationships 1 2 3 4		
	Summary / Justification / Evidence		
Indicate the chapter(s), section(s), and/or page(s) reviewed.			
Chytens 10 + 12	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):		
	Overall Rating 1 1 1 3 4		

Title of Instructional Materials:

Reason with shapes and their attributes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
1.G.2	Important Mathematical Ideas
Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the	1 2 3 4
composite shape.1	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Students do not need to learn formal names such as "right rectangular prism."	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Chysters 10 412	evital internal
	Overall Rating 1 2 3 4

Title of Instructional Materials: _

Thickneth

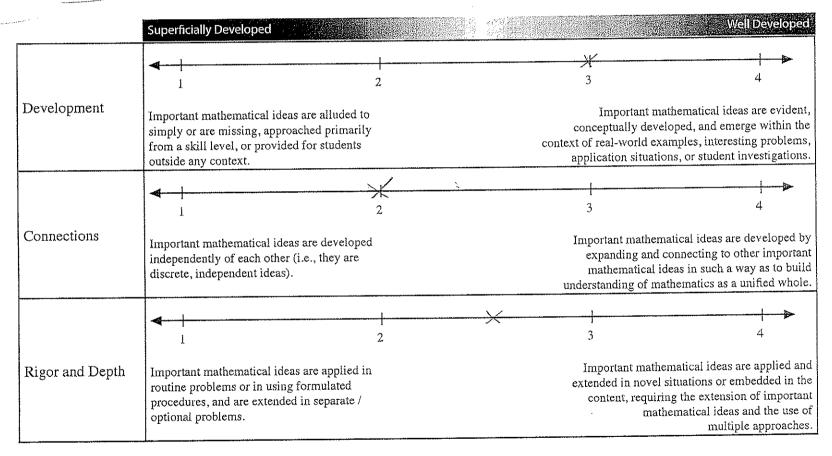
Reason with shapes and their attributes.	Summary and documentation of how the domain, cluster, and standard armet. Cite examples from the materials.
1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the	Important Mathematical Ideas 1 2 3 4
shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Skills and Procedures 1 2 3
	Mathematical Relationships 1 2 3
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Clytin 8	Portions of the domain, cluster, and standard that are missing or not wel developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Thenk Math Gr. 1

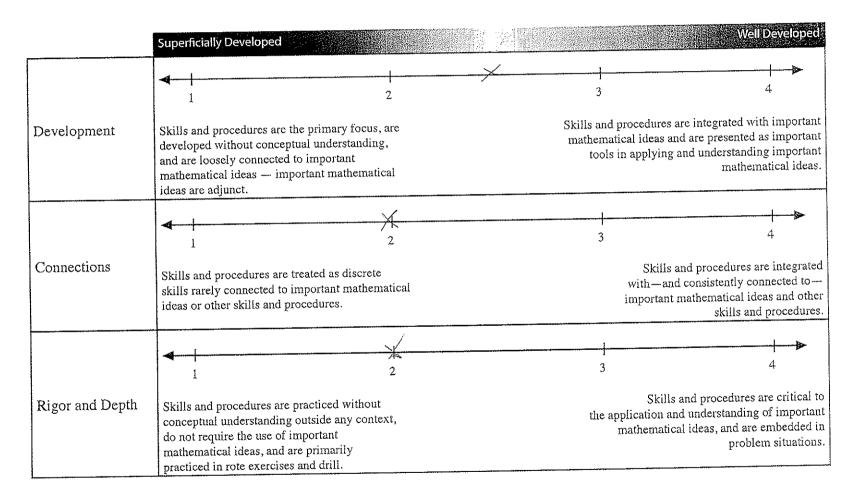
Hate the solving

Droblem Solving

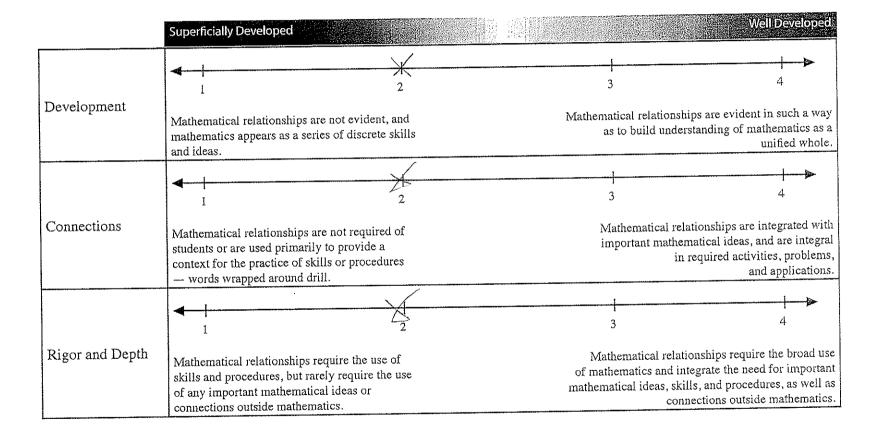
Important Mathematical Ideas: Understanding the scoring



Skills and Procedures: Understanding the scoring



Mathematical Relationships: Understanding the scoring



vocab Headline Story - open-ensed P5. color rec blue, circles red, etc circles, trigree - attributes materialistics color rec blue.

Other bute links Silent Teaching (p35) - "Direct the students" patterns Prob Solv. Test Pret (\$59) kills? Prob Solving Stratelies

line + and -; comparing prob prob raorn, 1 morn, noon, rute sequencing penny, nickel, dimes, quarters - change for time to hour take ordinal #5, calendar Count by Bs, 25, 35 missing addents sums of 10 tallies, Pictograph, real object, bar games place value to 99 dif ways to show 43 probab fact families intersections? unit is symmetry congruent 7. Changing both sides of a gratine children children verght length 2:24 capacity non standards ands to mentione longth

"draw a pix"

lesson activity book page - circle the answer or full in the blank

one open-ended on each page